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ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, focuses on parenting in the United States. It is designed to assist instructors in helping parents with the problem-solving they face. The module provides the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: discuss, analyze, and resolve difficulties of raising children in the United States; analyze time spent on daily activities; list ideas for quality family time; and interpret and prepare a pie chart. (YLB)

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ED 416 360

Tierra de Oportunidad

MODULE 23

Parenting In The U.S.

Ed Kissam and Holda Dorsey

U.S. DEPARTMENT OF EDUCATION
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LAES

INSTRUCTIONAL AREA
Managing Family Life

MODULE 23
Parenting in the United States

Overview

Parenting presents immigrants with a unique set of challenges. Most immigrants are, to a greater or lesser degree, uprooted from their culture and country - the setting in which they were primed to parent. Coming to a new country always involves both individual and family transformations. These make parenting difficult since parenting involves transmitting culture and values, teaching children self-control, limits and the consequences of their actions. But in a new and unfamiliar society, what are these? Parents and their children alike get mixed messages.

Parenting is universal, taking care of children by providing for their needs such as food, clothing, shelter, guidance, education and love. Good parenting involves helping a child to understand himself or herself, their talents as well as their limitations. It also means socializing a child so that he or she can get along with others and succeed personally, i.e., at work, and as an effective citizen in the society in which he or she lives.

Parenting on one's own is difficult. It does take a village to raise a child. Yet, it may be difficult for parents to know how to collaborate with "outsiders" such as teachers, counselors, and health care providers who also may have a role in raising their children.

Many immigrant parents are well-prepared for parenting. They grew up in a cohesive community where people had time to talk to each other and help each other with problems. Many helped in raising brothers or sisters, nieces and nephews. They know "how things should be". However, here in the United States, life moves so fast; everyone is so busy. Often it feels like there is no one to turn to. Even native-born families are, more and more often, at a loss for strategies to be an effective parent.

Immigrants who had little education in their home country have particular problems in adapting to a social environment where more and more personal interactions take place in writing e.g. notes home from children's teachers, and information on public health programs. Even when the staff from human service agencies, schools, or other public agencies are warm and caring, it may be hard for immigrants parents to understand how they are trying to help. Even immigrants who were well educated in their own country, face language barriers and lack of

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connections in the adopted country which place them in social and economic environments with which they may not be well prepared to deal.

With economic stress and social stress combined, immigrant parents may be further nudged off balance, as the tasks of coping with daily life and get ahead, rob them of the energy necessary to parent more effectively while, at the same time, familiar networks of family and friends may not always be available or may, themselves be bogged down with the challenges of forging a new life for themselves.

Even when one gets the "basics" right, values and expectations of the second culture are not well understood. Implications of values - children's preoccupation with image (being dressed right), the stresses of ethnic tensions and "cliques" at school, system expectations of parents such as being part of the PTA, the importance of extra-curricular activities - all have a meaning which some immigrant parents may find it hard to decipher. Is it not enough to have clean clothes? How can a child feel school is not safe? Are not teachers responsible for making sure children are well taught? What role can parents play in their children's education?

A particular problem area relates to parents' involvement in their children's education. For this reason - along with language limitations and different expectations from the home country - they usually feel unable to interact with the educational system and adopt a somewhat passive position vis a vis education and their children. For example, new research (Suarez-Orozco and Suarez-Orozco, 1995) shows that, over time in the U.S., immigrant children's educational aspirations are at risk of becoming weaker in part because their parents are less familiar with "how to get ahead", what careers and career choices entail here in the U.S.

The other problem area is the tug-of-war between parents' home culture and peer influences. Parents' authority and the issue of who is in control is also problematic. Often times the physical aspect of parenting - providing food, clothing and shelter - completely occupies immigrant parents for at least two reasons. It is an awesome job for people at the bottom of the wage scale. Also, providing for one's children's physical needs is more tangible than other aspects of parenting, such as attempting to teach them the values or the systems of a culture which the parents themselves may well not understand. If parents inadvertently let peer influences take over the life of the imagination, the emotional life of their children, communication, consultation, guidance and family problem-solving become increasingly difficult.

Immigrant parents and their families are at risk and need support to do an effective job raising their children in such alien contexts. Support and intervention to help immigrants parent more effectively while the children are young can prevent serious consequences for society at large and the families and children themselves. Programs such as Even Start and Headstart are good examples of such support but, unfortunately, there are many more families in need who are not being served by these programs.

Hopefully, this module will be of some assistance in helping instructors help parents with the problem-solving they face. The reality is that everyday life in the U.S. society requires the same high performance skills that workers need to work in high-stress, performance oriented environments.

Perhaps the most valuable starting point is to remember that almost everyone faces challenges in a society which is not very child-friendly. Certainly, it helps to know that parenting does not just come naturally, particularly in "unnatural circumstances," for example, with two working parents who may have only one or two waking hours a day with their children.

Ultimately, when both parents and children strive toward bilingualism and biculturalism, family conflicts are diminished and, moreover, both parents and children will end up with skills which will help them greatly in the future, as the nation moves toward cultural pluralism.

Basic Skills Development

Thinking Skills	Identifying problems, comparing alternative competing solutions, testing potential strategies, evaluating how well different strategies work, choosing one, or several, approaches which work best for an individual and for the sorts of problems they face.
Personal Qualities	Relates well to others, responds appropriately as the situation requires, builds networks with neighbors and school acquaintances, demonstrates integrity and responsibility.
Uses resources	Valuing cultural "funds of knowledge" and values, recognizing and valuing positive character traits, recognizing the value of time in a stressful environment, valuing personal support and social networks, utilizing human resources e.g. teachers, counselors, family members, friends to help solve individual and family problems, prioritizing resources.

Interpersonal Skills	Recognizing family interactions as involving teamwork, considering the different roles of each individual in a team, recognizing each different team member's needs for support from others in the team, expanding team membership to include outsiders, changing competitive relationships into cooperative partnerships. Distinguishing different components of a "package" of objectives, prioritizing objectives, practicing harmonizing objectives to achieve "win-win" solutions wherever possible.
Uses Information	Critically assessing "received" wisdom, comparing, contrasting, and evaluating different opinions and personal perspectives, assessing how satisfactory different solutions may be, prioritizing problems to solve the most important ones first.
Works With Systems	Understands the organization of the school system, and other support agencies, utilizes support systems to benefit their children.

Teaching Points

Cultural Agility and Maintenance

1. Parents should become culturally adept in order to better communicate with their children who, inevitably, will acquire some degree of "mainstream" U.S. culture. It is not feasible for immigrant parents to seek to preserve their own personal cultural values by isolating their children from the mainstream culture. Instead, they should take the opportunity whenever possible to discuss with their children differences between their home culture and the culture outside the home. In many cases, parents will be most effective in preserving their children's allegiance to their own values if they negotiate compromises which acknowledge and respect both cultures -- "old-fashioned" viewpoints a new "with it" ones alike.

2. Immigrant parents should take time out to reflect on their own personal and cultural values and traditions and explicitly teach these values and traditions to their children. This will help them in their efforts to have their children grow up to exemplify their values. Parents should remember that children growing up in the United States will not absorb these values "naturally" as they did but that it will take special effort.

3. Parents should support children's continued use of their native language, as well as, encourage and support their children's learning English. Language barriers between parents and children can make conflicts over values and cultural mores more intense than they would be otherwise. By learning English, parents will more easily maintain their authority and role as guides within the family. It is not healthy when children have to parent their parents by acting as translators, interpreters, negotiators. Children should not have to explain the system to their parents.

"Survival Plus" - Finding Time for Children

4. Parenting takes time and few of us have much time. Immigrant parents, in particular, may find it hard to find time for their children. For example, if both parents are working one or even two jobs, or combining work with schooling, time for children can subtly slip away. All parents, including immigrants, need to take the time to know their children, to know what they are doing, who their friends are. They need to know what their worries are and what their hopes are.

5. Spending time with your children is how you show them that you love them. Spending time with your kids is how parents learn to understand them and maintain channels of communication with them, even as they grow up and begin to lead their own lives and to do things their own way. The United States is a society on the move. Families and friends can easily lose touch with each other unless they make a point of spending time together.

Dealing with Stress and Conflict

6. There are many stresses on immigrant couples. Both men and women may have experiences which change their perspectives, their personal aspirations, and their own relationships. Differences and disagreements are not a rarity but an almost inevitable part of these personal transformations. Parents should not draw their children into the complex and turbulent whirlpools of these disagreements.

7. Parents should understand that disciplining children is more difficult in a pluralistic society like the United States where everyone seems to disagree about everything, and where children learn new ways of acting, talking, and behaving, which sometimes may shock and dismay their parents. Discipline should be fair. Limits should be set and children should be made aware of them. Corporal punishment is not a good form of punishment.

8. Immigrant parents should hold high expectations and standards for their children. Being at the bottom of the social strata and subject to various forms of intolerance erodes the self-esteem of all family members. Immigrant parents need to work extra hard so that their children will have the confidence and tools to succeed in the adopted culture.

Support for Parenting

9. Immigrant parents should bond with other immigrant parents to support each other, discuss mutual concerns and solutions and to form a social support to replace, renew, and re-establish the social and the cultural support many lost when they immigrated to this country.

10. Immigrant parents should strive to establish a partnership with their children's schools. The school staff should be seen as resources to help one be a more effective parent, not as authority figures. Parents can best maintain their own authority over their children's development if they participate in school events and help their children's teachers by talking with them about how they see their children, what they want for them, and concerns they may have.

11. Parents should get involved in organizations such as the PTA and school site councils to insure that the schools provide quality education and programs for their children.

12. Churches and other social agencies are a resource to help families which are having problems. If adults have problems of their own which prevent them from being good parents, for example, drinking, drug problems, or family violence, they can and should seek help. Parents need to know that when children witness drug or alcohol abuse, or domestic violence, they may model these behaviors and grow up to experience the same problems their parents had.

Sample Learning Activities

Sample learning activities are intended primarily to encourage reflection, discussion, and critical thinking about parenting, not to advocate for one particular parenting strategy or another. Teachers should urge parents to reflect on their views and to keep on reflecting on them and discussing them with family, friends, and neighbors. The goal of this learning unit should be to provide ideas for changing parenting approaches.

1. Ask each student to spend about five minutes reflecting and then list the three most important values of their culture, e.g. "In my country being _____ is very important because.....". Combine the students' lists and ask the class to discuss how they think parents can best help children to grow up to have those values, character traits, or ways of being here in the United States.

2. Ask students in the class to list the main difficulties they think result from children growing up with American values instead of values from their home country. Keep the list to about five or six items. Divide the students into small groups and assign each group one of the problems. The small groups are to discuss what kinds of strategies they might be willing to consider to find a compromise between the way things are here and in their home country, and report back to the whole class

3. Ask students in the class who are parents to discuss the costs of spending an hour each day paying attention to their children and at least half a day on the weekend. Then discuss the costs of not spending the hour a day. Ask students who are not parents how they think they will feel if or when they have children. Note: Some of the students in the class may feel a "formula" approach like striving for one hour a day is much too mechanical a way of spending time with children. If so, ask them to discuss other ways families can be sure to find time for their children.

4. Ask students in the class who are married whether their spouses are interested in learning English or not and why. What are the problems that might keep their spouses from learning English?

5. Ask students in the class who are parents to make a table listing the children by age and to determine how much their children speak English with their friends, "a lot", "sometimes", "occasionally", or "never".

Speaks English: Child's Age –	A lot	Sometimes	Occasionally	Never
0-3				
4-5				
6-10				
11-13				
Teens -- 14+				

Discuss with parents the patterns that they see in the table. Do they think that it makes a difference in family relations if children and parents are both bilingual, if parents speak mainly Spanish and children mainly English, if both speak English, or if both speak mainly Spanish.

6. Ask students in the class whether their views of what it takes to be a good parent have changed since they were teenagers. If so, how? Ask students to reflect about whether women's views, or men's views have changed more, or whether men and women have changed their perspectives equally.

7. Ask students in the class whether they've ever had an experience where some other adult, a neighbor, a teacher, a family member undercut their authority as a

parent. Ask the class to discuss what they think might work as a way to make that person into a "partner" instead of a "competitor" for imparting values to their children.

8. Make a list with class members of resources available in the community to help immigrants be more effective parents. Check county sources, clinics, colleges, adult school, churches, local schools and non-profit organizations.

9. Invite people to the class who address parenting issues, especially for immigrants, in the community. Prepare questions ahead of time and hold a discussion after the speaker has left.

10. Ask parents in the class whether they're involved in school organizations like the PTA, school site councils, or whether they volunteer in their children's class. Ask the class to discuss what would need to be different to make it easier to be involved. Are there any recommendations parents have to local schools to make involvement either easier or more rewarding for parents?

11. Ask the class to discuss the kinds of characteristics they think teachers hope to find in the children they teach. What implications does the class think there may be for parents developing new ways of collaborating with teachers to make their children's school experience a success?

12. View the video "Nuestros Hijos" and discuss whether the kinds of conflicts presented between parents and children are ones they've seen in their neighborhood. Are the strategies for coping which are presented useful? If not, what strategies would work better?

Resources

<u>For In-Class Use</u>

1. "Nuestros Hijos". This Spanish-language videotape was produced by California Human Development Corporation and Alturas films with support from the California Department of Social Services as a resource for preventing child abuse. It focuses on strategies for resolving parent-child conflicts, including conflicts which lead to domestic violence. An original for you to make copies is available from: California Human Development Corporation in Santa Rosa, California (Attn: Bob Jordan, CHDC, phone: 707/523-1155).

2. Padres Bien Educados

3. http://eric.ed.uiuc.edu/
ERIC Clearinghouse for early childhood education.

4. http://eric.ed.uiuc.edu/npin/npinhome.html
National Parent Education Network. Parents news and other information.

5. http://www.tnpc.com//
National Parenting Center. A "comprehensive and responsible guidance for parents", with excellent resource articles such as: "Newborns: Sleeping Patterns", "Getting Kids To Do Laundry", "If You Suspect Your Child Is Using Drugs", "Discussing Family Finances With Children", "Better Parenting While Working Full Time".

For Instructors' Reflection
1. Ruben Navarette, **A Darker Shade of Crimson: Odyssey of A Harvard Chicano,** Bantam Books, 1995. A California Chicano's reflections on his cultural background and its meaning for his own identity.

2. Carola and Marcelo Súarez-Orozco, **Transformations: Migration, Family Life, and Achievement Motivation Among Latino Adolescents,** Stanford University Press, 1995. An important research study on the problems immigrant children and their families face vis-a-vis educational success.

Commercial Textbooks
American Folktales 1, Harper & Row
P. 99, "Mrs. Simpson and Her Soup"

Cuentos: Tales From The Hispanic Southwest
The Museum of New Mexico Press P. 114, "The Boys and His Grandfather"

Frog and Toad are Friends, Scholastic Inc.
P. 53, "The Letter"

La Familia, Network Publications,
A Division of ETR Associates
Most of the book (In spite of it's title, this book is written mostly in English)

Confident Parenting, The Center for the Improvment of Child Caring
Various chapters

A Return to the Joys of Parenthood, Douglas - West Publishers
Most of the book

Traits of a Healthy Family, Winston Press
Most of the book

You Can Be A Great Parent, Word Books
Unit I, A Growing Self-government
Unit II, Lessons in How to Love

LAES

23: PARENTING IN THE U.S.

OBJECTIVES

- discuss, analyze and resolve difficulties of raising children in the U.S.
- analyze time spent on daily activities
- list ideas for quality family time.
- interpret and prepare pie chart

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Chairs and small tables to facilitate small team work

TO BRING

Flip chart and sticky dots

TO DO AHEAD

MEDIA USED

Overhead, flip chart

STEPS

Warm up
Objectives
List difficulties
find strategies
Report back
Break
Review list of activities
Interpret pie chart
List own activities
Prepare pie chart
Reflect on adjustments
Interpret Newsletter
List "quality Time" ideas
Evaluation
Closure

Lesson Plan: 23. Parenting in the U.S.

	Warm up	(Teacher can refer to a personal story or use some of the Overview information.)
(10 min)	*Motivation* *• Establish Tie to Interests*	"Parenting is a special challege for everyone, but coming to a new country makes parenting more difficult because in many cases we do not have the extended family to help guide us or to give us moral support." "Children learn English a lot faster than the parents and therefore are open to other influences that we, parents, might not see or understand." "Trying to work, study, keep a home, leaves very little time to teach the children our culture, our values, self-discipline, responsibility and the consequences of their actions." "We can try to work together to help each other, to become the supportive extended family that we left behind and to enhance our parenting skills."
	Objectives	Teacher states what the students will do. During this session you will:
(10 min)	*Information Preview* *• State Objectives Informally*	• discuss, analyze and resolve difficulties of raising children in the U.S.; • analyze time spent on daily activities; • list ideas for quality family time; • interpret and prepare pie charts.
	overhead	You will also practice: * identifying problems, comparing solutions; * negotiating to achieve a "win-win" solution; * utilizing human resources: friends, classmates, teachers; * assesing different opinions.
	List difficulties	Teacher asks students to list main difficulties of raising children in the U.S. Teacher writes list on the flip chart.
(15 min)	*Practice & Feedback* *• Brainstorming*	Teacher gives each student 3 sticky color dots and asks students to look at the list, select the three points most important to them and paste a sticky dot on each important point.
	flipchart & sticky	Hopefully this will norrow the list to 5 or 6 points.
	Find strategies	Teacher asks students to count to 5 (or 6 if they chose 6 points) consecutively.
(20 min)	*Practice & Feedback* *• Group Practice - Indep.*	Then sit all the ones together, the twos together, etc. Each group will get a "difficulty" from the list. Students in their group are to discuss the problem and find strategies to consider as a solution or as an acceptable compromise.

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Lesson Plan: 23. Parenting in the U.S.

	Report back	Teacher asks each group to report back to the class the problem discussed, solutions and/or compromises found.
(15 min)	*Practice & Feedback* • *Group Feedback*	Students might want to ask questions and discuss other groups findings.
	Break	Students may take a few minutes to stretch, walk aroundd, change places. Teacher completes attendance records and other paperwork.
(10 min)	*Other* • *Break*	
	Review list of activities	Teacher states that one of the difficulties of parenting is lack of time, in order to "make" time we need to analyze how we are occupying our time.
(15 min)	*Motivation* • *Cite Model*	Teacher presents own daily schedule on flipchart or transparency, with time spent on each activity listed.
	flipchart	Students work together in calculating the number of hours dedicated to: housework, outside job, commuting, personal well being, family interaction, recreation.
	Interpret pie chart	Teacher shows pie chart on overhead. Teacher explains that each segment represents an hour. Students help teacher color the segments based on amount of hours spent in various activities.
(15 min)	*Information Acquisition* • *Procedure Demonstration*	Teacher reviews names of fractions and reduction of fractions, ie, 4/24 = 1/6; 3/24 = 1/8; etc.
	overhead	Students and teacher analyze how teacher spends the day. Teacher states what if any adjustments should be made.
	List own activities	Each student prepares a list the activites done during an average day. Each student totals hours of similar activities.
(10 min)	*Practice & Feedback* • *Individual Practice - Indep.*	Teacher monitors and assists students as needed.

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Lesson Plan: 23. Parenting in the U.S.

	Prepare pie chart	Students prepare their own pie chart based on time spent on daily activities.
(10 min)	*Practice & Feedback* *• Individual Practice - Indep.*	
	Reflect on adjustments	Teacher asks students to reflect on how their time is spent and on ways that they would like to make adjustments.
(10 min)	*Closure* *• Reflection*	Students may report back on thoughts.
	Interpret Newsletter	Teacher distributes copies of ParenTalk Newsletter.
(10 min)	*Motivation* *• Use Anecdote*	Teacher asks students to read "Better Parenting While Working Full-Time". And see if some ideas are practical. Students read silently. Teacher monitors and assists students as needed.
	List "Quality Time" Ideas	Teacher asks students to work in groups of four and write ideas for quality time with their children.
(15 min)	*Practice & Feedback* *• Brainstorming* *flipchart*	Teacher gives a couple of sheets of flipchart paper to each group. When finished all papers are hung around the classroom for everyone to see.
	Evaluation	Teacher asks students to state their impressions of the session, what they found useful, and what they did not find useful.
(8 min)	*Practice & Feedback* *• Debriefing*	

Lesson Plan: 23. Parenting in the U.S.

	Closure	Teacher reviews objectives of the lesson, students give examples related to the objectives.
(7 min)	*Closure* • *Instructor Summary*	During this session you: • discussed, analyzed and resolved difficulties of raising children in the U.S.; • analyzed time spent on daily activities; • listed ideas for quality family time; • interpreted and prepare pie charts.
	overhead	You will also practiced: * identifying problems, comparing solutions; * negotiating to achieve a "win-win" solution; * utilizing human resources: friends, classmates, teachers; * assesing different opinions.

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OBJECTIVES

You will be able to:

- **discuss, analyze and resolve difficulties of raising children in the U.S.;**
- **analyze time spent on daily activities;**
- **list ideas for quality time;**
- **interpret and prepare pie charts.**

You will also practice:

* **identifying problems, comparing solutions;**
* **negotiating a "win-win" solution;**
* **utilizing human resources: friends, classmates, teachers;**
* **assessing different opinions.**

LAES

Transparency

Teacher's Daily Schedule

Time	Activity	# hrs.
5:00 - 6:30	Gardening	____
6:30 - 7:00	Breakfast with family	____
7:00 - 7:30	Personal Hygiene	____
7:30 - 8:00	Commute to kids schools and work	____
8:00 -10:00	Teach	____
10:00-10:15	Duplicating materials, paperwork	____
10:15-12:00	Teach	____
12:00-12:30	Lunch with co workers	____
12:30- 1:00	Commute home, pick up son	____
1:00 - 2:15	Clean house, take care of mail	____
2:15 - 2:30	Pick up daughter from school	____
2:30 - 3:00	Commute to soccer practice	____
3:00 - 5:00	Watch soccer practice, prepare lessons	____
5:00 - 5:45	Drive home, stop by store	____
5:45 - 6:30	Cook dinner	____
6:30 - 7:00	Family dinner	____
7:00 - 8:00	Supervise homework and other chores	____
8:00 - 8:30	Read bedtime stories	____
8:30 - 9:30	Laundry, dishes, other housekeeping	____
9:30 -10:30	Watch TV, talk with husband, prepare lessons	____
10:30-11:00	Read, relax	____
11:00-5:00	Sleep	____

Teacher's Daily Schedule

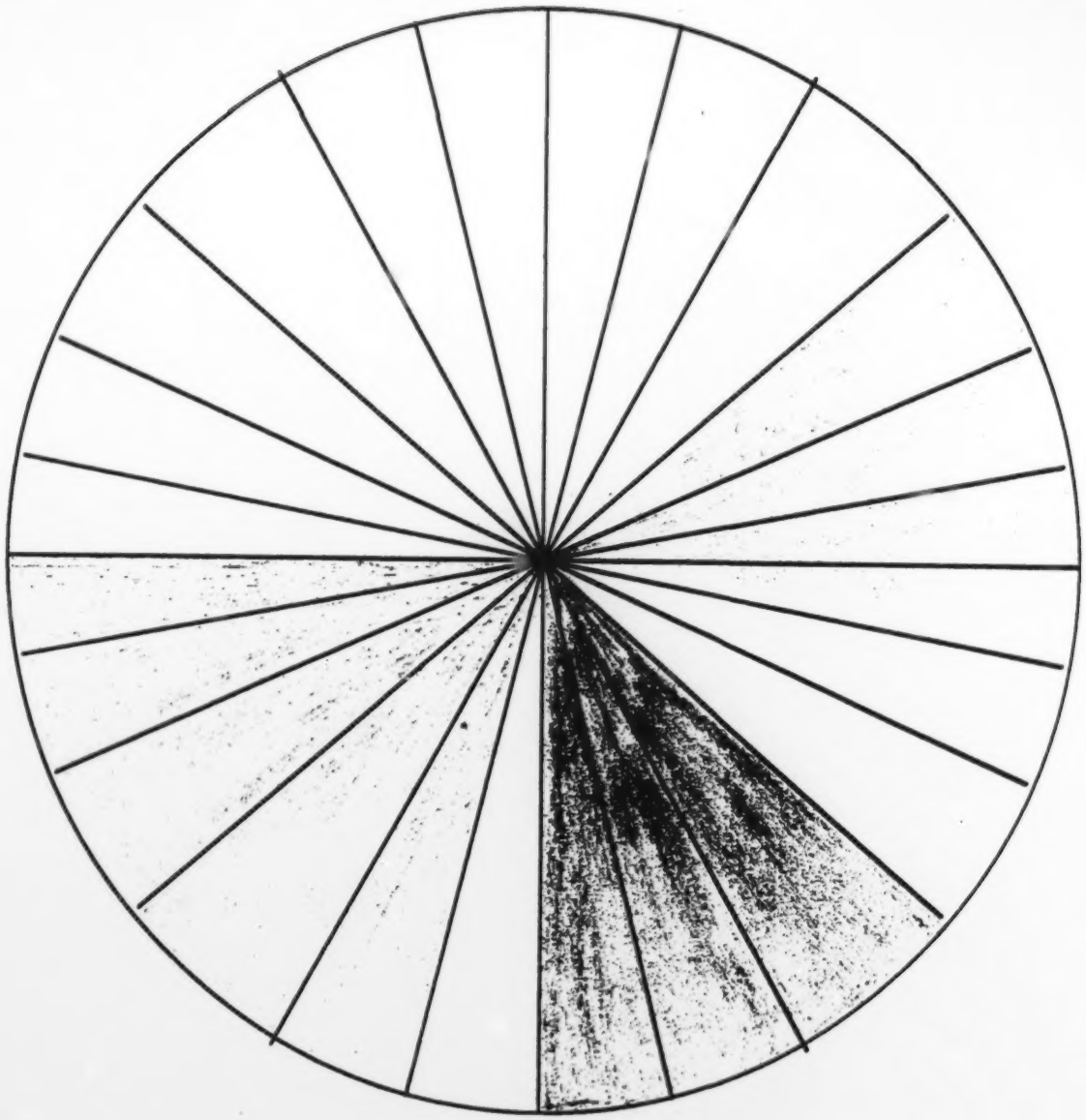
Activity	Total # hrs.
Personal well being	_____
Family interaction	_____
Housework	_____
Outside job	_____
Commuting	_____
Recreation	_____
Sleep	_____
TOTAL	**24**

Teacher's Daily Schedule

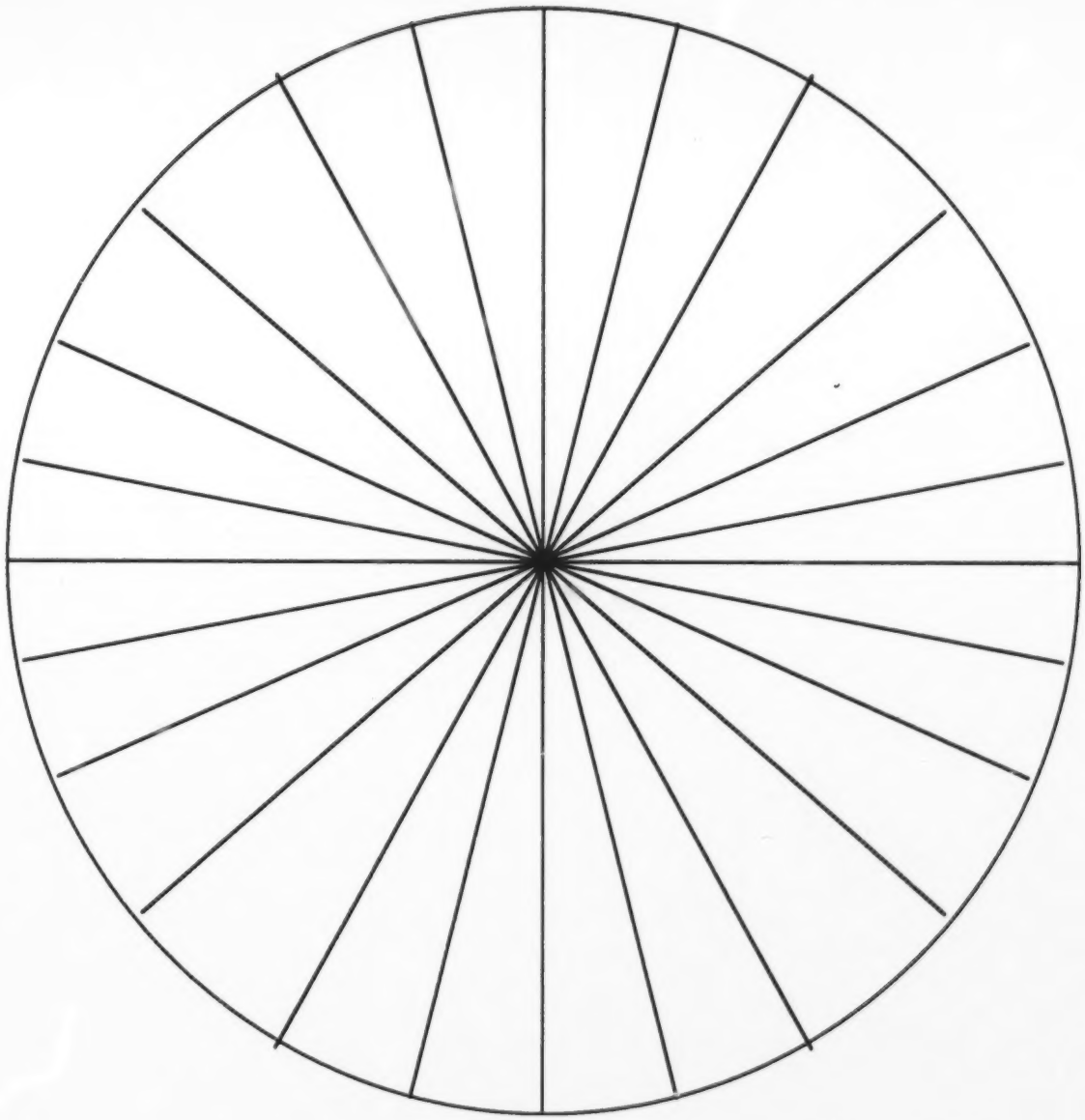
Time	Activity	# hrs.
5:00 - 6:30	Gardening	1 1/2
6:30 - 7:00	Breakfast with family	1/2
7:00 - 7:30	Personal Hygiene	1/2
7:30 - 8:00	Commute to kids schools and work	1/2
8:00 -10:00	Teach	2
10:00-10:15	Duplicating materials, paperwork	1/4
10:15-12:00	Teach	1 3/4
12:00-12:30	Lunch with co workers	1/2
12:30- 1:00	Commute home, pick up son	1/2
1:00 - 2:15	Clean house, take care of mail	1 1/4
2:15 - 2:30	Pick up daughter from school	1/4
2:30 - 3:00	Commute to soccer practice	1/2
3:00 - 5:00	Watch soccer practice, prepare lessons	2
5:00 - 5:45	Drive home, stop by store	3/4
5:45 - 6:30	Cook dinner	3/4
6:30 - 7:00	Family dinner	1/2
7:00 - 8:00	Supervise homework and other chores	1
8:00 - 8:30	Read bedtime stories	1/2
8:30 - 9:30	Laundry, dishes, other housekeeping	1
9:30 -10:30	Watch TV, talk with husband, prepare lessons	1
10:30-11:00	Read, relax	1/2
11:00-5:00	Sleep	6

Teacher's Daily Schedule
(approximate answers)

Activity	Total # hrs.
Personal well being	3
Family interaction	3 1/2
Housework	3
Outside job	5
Commuting	2 1/2
Recreation	1
Sleep	6
TOTAL	**24**



Pie Chart



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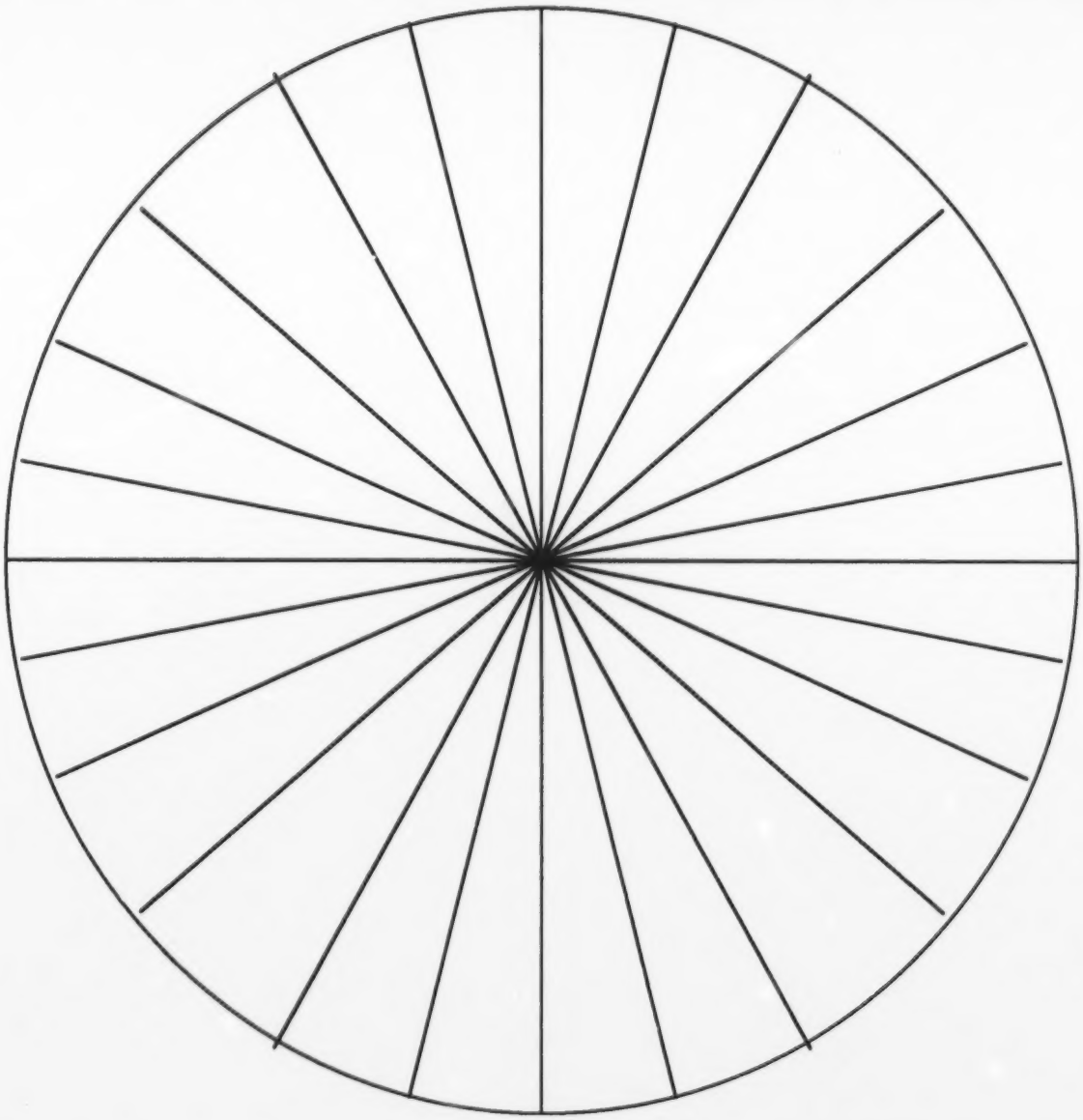
Pie Chart



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Families and Homelife

Student work with your partner in discussing this questions.
See if you have common customs or very different approaches.

1. Who did most of the domestic chores in your home?
2. Did your mother work outside the home?
3. Did you have assigned duties everyday? What were they?
4. Do you remember being punished for doing something wrong? How?
5. Did you have a lot of toys? Were the toys home made or bought?
6. What was your favorite toy as a child/
7. Do you remember listening to bedtime lullabies or children's songs? Do you remember any nowadays?
8. Did your parents tell you bedtime stories?
9. Who was your favorite relative? Why?
10. What holidays did you spend with the whole family? What did you do?
11. Was religion an important part of your family life?
12. Did you offer some sort of religious prayer at mealtimes? How about at bedtime?

ParenTalk Newsletter
Bedtime Routines

by Vicki Lansky

I'll bet you used a bedtime routine or ritual to help your baby get to sleep, a cuddle in a rocking chair, a lullaby, perhaps a gentle back rub. Well don't give up this lovely practice just because you think your child has outgrown it. Just a few minutes together every night can give you and your child the best quality time of all.

* Read, of course, even when kids are old enough to read to themselves. A nightly chapter of a long and interesting book is a favorite bedtime routine for my own kids. Or sometimes, listen together to a record or tape or some good music.

* Insure sweet dreams by decorating a jar or box and filling it with slips of paper on which you and the kids have written every good dream you can think of. The kids can draw a slip from the "dream jar" every night.

* Talk over the day's events; here's a great chance to compliment your child on a special accomplishment or a quality you admire.

* Let older kids take on some of the routines for younger ones; they can lead the bedtime parade and read the bedtime story too. And remember, even pre-teens like a good bedtime snuggle in your bed or theirs.

Programmed and Hosted by ParentsPlace.com,
The Parenting Resource Center on the Web.
http://www.parentsplace.com/

ParenTalk Newsletter
Better Parenting While Working Full-time

by Vicki Lansky

If you're a parent working full time, there are ways to strengthen the bonds with your child. They won't detract from your professional life, and they will enhance your personal life.

* Establish ritual moments; let your child know that those moments are special and important to you. Try having breakfast together every morning, for example, or a before bedtime snack. This is also a good time to read together. Routines and patterns do provide security for children.

* Make your self accessible by phone when you're at work. Talk briefly at least once a day with your child. Use notes and letters to show your interest and affection when you can't be there in person.

* Include your child in your work life, through pictures taken at the office or maybe a trip there sometime.

* Once in a while, do something special for yourself and your child; you might want to take a sick day from work and spend with your child. Some parents call these mental health days.

* There are all sorts of ways to express love. What parents who work outside the home lack in time, they do make up for in imagination and love.

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http://www.parentsplace.com/

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Parenting in the U.S."

1. How confident are you that you are well-prepared to do the following:

	Please check the box that applies to you				
	Not very confident	A Little confident	Very confident	I am doing this already	Not relevant to me
a) communicate to others' about your own culture and personal values, using English?					
b) use English language skills to discuss and come to agreement about a sensitive topic such as how to raise children "right"?					
c) find and make use of resources in the community such as parent support groups, recreational programs for children and tutoring centers?					
d) support and discipline children in a consistent, positive way, given the different things they experience here in the U.S. ?					
e) help children and others understand and feel good about themselves?					
f) help children resolve and overcome the conflicts they experience?					
g) get involved with schools and ensure that children's education is a valuable and positive experience?					

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2. If a friend came to you and asked you to make a list of the four most important skills in effective parenting, and how he or she could tell if they had those skills, what would you list?

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

3. How familiar are you with the following

	None	A little, but I need more	Quite a bit, but I need more	Not relevant to me.
a) the social agencies that are concerned with families and children and what they do?				
b) agencies that provide counseling and how they work with families and children; or people closely associated with them.				
c) what the rights and responsibilities of parents are with respect to their children's behavior?				
d) organizations devoted to bettering children's education?				
e) entry level career training and work opportunities for youth?				

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4. **How skilled do you feel in the following areas:**

	Please check the box that applies to you				
	Not at all skilled	A little skilled	Somewhat skilled	Very skilled	Not relevant to me
a) Reading stories to your children?					
b) Helping children learn as part of enjoyable family activities?					
c) Resolving conflicts among children?					
d) Using English to speak about the implications of a person's behavior for their future life?					
e) Talking with your children about the after school clubs or the after school activities there are?					
f) Locating needed information in a hurry?					
g) Working with other parents to get new programs for children in the schools?					
h) Help neighbors or family members decide how to deal with the problems they face in raising children?					

5. **What would you like to know about parenting, or about the rights and responsibilities of parents in the U.S., how to work with school and other authorities, and how to obtain information about resources for families?**

I want to learn more about:

LAES

Date: _____

Student Name _____ _____

Teacher Name _____

Post Module 23 Activity
Parenting in the United States

Instructions:
Hillary Clinton writes "It takes a village to raise a child." You are in the village where three troublesome situations have arisen in families with whom you have strong ties. You have influence with these families; and you can help. They have asked you to advise them. Please select <u>one</u> of the three problem situations to focus upon, place a check next to the one you selected, discuss the issues in your group, and give us your advice on how to handle the situation in the form of responses to the 10 questions under the heading labeled Advice Requested.

Problem situations

❒ **Situation 1.** The child is about 13 and is a boy. Lately, he has friends that you, the parents, don't like. For example, the friends don't get good grades at school and often are in trouble with their teachers. The son has come home very late a few times recently and won't tell his parents where he has been or what he was doing. You suspect these new friends use drugs and drink a lot. The parents are upset about this and don't know what to do. The mother always wants to take the son's side during discussions they've had; the father ends up in a confrontation with the son; and feels they cannot talk to each other. They have asked you for help.

❒ **Situation 2.** Your friend's child, a girl who is 15 years old, wants to go away on a school sponsored trip to a state park. The trip is for 4 days and boys and girls will be going together. The father says she cannot go. The mother also is afraid to let her go, but can see how much her daughter wants to take the trip. They have asked you to mediate between the concerns of the mother, father and daughter.

❒ **Situation 3.** Your friend's son, a boy 14 years old, was invited to participate in a Quinceañera. He accepted. The event is in one week. Now he has decided it's "not cool" and says he isn't going to participate. The mother is very concerned that the son go, as he said he would. The father is less concerned and has given this message to the son. How can you help the family resolve this problem amicably?

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Advice requested

1. What is the nature of the problem as you see it?

2. Where, if at all, does culture come in—the child's culture and/or the parents' culture?

3. What are ways you would recommend to teach the child about community culture, what it means to you and what it could mean to them?

4. What can you say to the parents to help them address the problem in a consistent manner?

5. Is disciplining the child appropriate here? If so, why and how would you recommend they do it?

6. Is the child's self-esteem at issue here? If so, why do you think so and how would you recommend supporting the child?

LAES

7. Are there resources in the community outside the family, like the school, the library, other community members, that might be helpful to bring into the problem solution, especially over the long term? If so, what are they, and how could they help support your solution to the problem?

8. In summary, what would you recommend (to the mother, father, or child) to solve the problem?

9. Specifically, these parents could try to spend some more time with their children this week or weekend, what should they and what should they say about the problem they are having?

a. How should they select the time to spend together?

b. What should they do together, any special activities?

c. Should they talk about the problem they are having? If so, what kinds of things should they say?

LAES

10. Did you benefit from your work on this module regarding any of the following:

	Yes or No	Please comment on either • How you benefited; or • Why you feel this module was not useful for you
a. understanding and developing strategies for better support for families, parenting, or community networks?	Yes or No	
b. your ability to analyze a complex situation from a variety of different perspectives?	Yes or No	
c. how to mediate or negotiate among different problem perspectives to find a workable solution?	Yes or No	
d. how to talk to a child or an adult if they come to you upset about something?	Yes or No	
e. how to get information about new or existing resources to help solve problems?	Yes or No	
f. your ability to explain a sensitive situation, in English?	Yes or No	
g. your ability to write in English about a complex situation?	Yes or No	
h. your ability to understand what someone means when they are explaining a complex situation, in English?	Yes or No	
i. Communication skills, in general?	Yes or No	
j. Anything else? Is there some other way in which the work you have done on this module may have had an impact on you, positive or negative? Please tell us about it. _____ -		

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